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ABSTRACT

This conceptual design of a model of staff differentiation is divided into a staffing sub-model and an implementation sub-model. The design enables a school system leadership to provide its component schools with the means for implementing a staff differentiation model designed for the individual school. The staffing sub-model is designed to organize the instructional staff into a logical vertical and horizontal differentiation. The five vertical levels of professional personnel are consulting teacher, directing teacher, staff teacher, instructor, and resident intern, assisted by paraprofessional personnel including instructional assistants, aides, student assistants, lay adjunct teachers, and volunteer assistants. The horizontal differentiation has four broad function areas: instruction, staff development, administration, and planning-research-evaluation-reporting. The implementation includes 1) a process for the allocation of total staff units to each school, 2) the division of all schools into seven classifications according to size and type, 3) an assignment of unit values to each position in the vertical hierarchy of the staffing sub-model, 4) a procedure for determining the approximate recommended number of each job classification needed at a particular school, 5) a set of charts from which job specifications may be collated for each staff member, and 6) the general criteria by which the staff is held accountable for performance. (MBM)

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A SYSTEM MODEL OF

DIFFERENTIATED STAFFING

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A PROJECT IMPLEMENTED

AT PILOT SCHOOLS

UNDER THE DIRECTION OF
THE SCHOOL BOARD OF
SARASOTA COUNTY, FLORIDA

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SUPERINTENDENT

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DIFFERENTIATED STAFFING STUDY

SP004998

BACKGROUND OF THE STUDY

The personnel of the Sarasota County, Florida school system - like all educators interested in continual improvement of an educational program - have regularly examined promising new approaches to instruction.

In May, 1968 the School Board, administration, staff, and teachers association of Sarasota County saw the potential of the then-young concept of differentiated staffing as a step toward optimizing the quality and results of instruction. In August, 1968 after several months of preliminary reading, planning, and discussing, the County administration organized a continuing study of flexible staffing, including on-site visits to existing programs in Temple City, California and Kansas City, Missouri. In addition, members of the staff attended conferences and workshops on the topic and obtained and read available literature.

Concurrent and in cooperation with the administrative study, the Sarasota County Teachers Association (S.C.T.A.) appointed a committee representative of all levels of instructional personnel to study the concept of differentiated staffing and its potential value to the Sarasota County Schools. After approximately seven months of study, this committee recommended to the S.C.T.A. Representative Council and Executive Board that differentiated staffing be endorsed for study and possible implementation.

On March 11, 1969 the Sarasota School Board approved the formation of a steering committee with responsibility and authority to study and recommend action on proposals from schools leading toward pilot projects in differentiated staffing. The organization of this committee was based upon a proposal submitted by the administration and endorsed by the S.C.T.A.

The Steering Committee is a standing committee representative of all school board employees. This committee is the key body in recommending to the Superintendent of Schools all formal decisions concerning implementation of staff differentiation. It is important to note that this committee was authorized by the School Board and subsequently elected by the employees represented after the mutual recommendation of the S.C.T.A. and school administration. In this way, the voluntary initial involvement of staff through S.C.T.A. representation and continuous staff involvement through steering committee representation are assured. This determination not to impose the innovation of staff differentiation, but to permit it to develop (or not develop) as a result of staff interest

and support is a most basic and important philosophy of the Sarasota School System.

Staff involvement in the study, planning, design, and implementation of staff differentiation is the major criterion for potential success. The literature on differentiated staffing includes a number of examples of concern, hesitation, suspicion, and rejection of the innovation by teachers where insufficient or no involvement of staff was provided. In Sarasota, the commitment was made early that differentiated staffing would not be imposed. Teachers, with support of the Board and central administration, were committed the opportunity to study, evaluate, and decide the potential value to the school system. Central administration, the S.C.T.A., and interested staff of several schools joined in a two-year study that led to the design and implementation of the model described in this paper. The formal study was conducted partially under an E.P.D.A. grant administered through the Florida Department of Education. This School Personnel Utilization committee, headed by Sarasota project director Floyd H. Davis, was a volunteer standing committee, representing the interested schools, which coordinated the several phases of the study and prepared reports to be presented to the steering committee.

All Sarasota County schools have been invited to participate in the study and preparation for implementation at any time. None has been directed or persuaded to do so. To date, six schools of twenty-six are participating, and three have implemented the model fully or partially in the Fall of 1970.

The study in Sarasota resulted in an early determination that any model designed should provide to each school an opportunity to design its staffing pattern according to its unique goals, needs, and philosophy; while at the same time conforming to certain minimum school system standards of staff allocation, job specifications, salaries, and instructional program. The outcome of the study was a model called a "System Model", so named for its application to an entire school system.

A. Design of the Model

The conceptual design of the Sarasota County model of staff differentiation is divided into two sub-models: the staffing sub-model and the implementation sub-model. These sub-models are described herein. The definition and qualities of the system model are considered first. Second, the staffing sub-model is discussed, with attention given to the professional and paraprofessional vertical hierarchy; concomitant personnel, including adjunct teacher, volunteer assistant, and principal; faculty board; and horizontal differentiation. Following the description of the staffing sub-model, the implementation sub-model is presented with the allocation of units, classification of schools, unit values of the vertical hierarchy, procedure for determining a staffing pattern, job specification charts, and criteria of accountability outlined. The final section includes an example of the differentiated staffing pattern developed for one selected junior high school.

B. Definition and Qualities

The system model is a conceptual plan by which a school system leadership provides its component schools the means for implementing a staff differentiation model designed for the individual school according to the unique instructional environment. That quality is called autonomy.

The staff of the school is able to adapt their individual model to any substantial change that may occur in the instructional environment by selecting a different staffing pattern from the school system model. That quality is called fluidity.

In most school systems, personnel criteria are developed for staff allocation, job specifications, and salaries that are applied equitably within the district. In a given school system, each school staffed under the provisions of the system model would be allocated staff units by the same formula, and those units would be used to select a staff from the vertical hierarchy of the staffing sub-model. Each job classification of the vertical hierarchy would have similar job specifications in schools of like size and grade-level organization. Finally, each staff member in a particular job classification of the vertical hierarchy would be paid on the same salary schedule. These procedures of allocation, selection, job requirements, and remuneration provide minimum consistency of the organization of every school staff with the school system personnel policies.

Differentiated staffing may be defined simply as an efficient utilization of resources to maximize the quality and individualization of

instruction. Whether stated as broad goals, written as specific objectives for position change in learner behavior, or in a form somewhere between these extremes, most schools or school districts will have a set of guides for the curriculum and instructional program. The system model is designed to provide sufficient flexibility and possible staffing combinations to permit the organization of a school staff in the pattern considered best suited for conducting the instructional program according to the needs and objectives of the school. This quality is called extensibility--the capability of the system model concept or components to be adapted to other school systems.

These four qualities--autonomy, fluidity, minimum consistency, and extensibility are provided in the system model. They are realized by the selection of an individual school model from the staffing sub-model, and the implementation of that school model according to the elements of the implementation sub-model.

C. The Staffing Sub-Model

The staffing sub-model is designed to organize the instructional staff into a logical vertical and horizontal differentiation that is based upon the totality of tasks performed in the school program, a classification of those tasks into major subdivisions of the program, and an assignment of the tasks to hierarchical levels of professional and paraprofessional personnel according to the training and ability required for efficient and effective performance. The sub-model provides five professional, three paraprofessional, and adjunct and volunteer personnel levels in the vertical and concomitant differentiation; and divides the school program into broad function areas of horizontal differentiation.

D. The Vertical Hierarchy - Professional Personnel

The five levels of professional personnel are the consulting teacher, directing teacher, staff teacher, instructor, and resident intern. These may be diagrammatically shown on a series of concentric circles, with the outer ring representing the highest level in the vertical hierarchy. This diagram is presented in Figure 1. These positions are ranked according to degrees of responsibility and accountability inherent in the tasks performed, including the level of training and amount of experience required, and the extent of the influence of the position. The precise job specifications of any of the five levels will vary dependent upon the size and type of school to which the individual is assigned. In a small elementary school, for example, the job of designing and providing audio-visual materials is much less than that of a large senior high school in which the extent of course offerings is significantly greater.

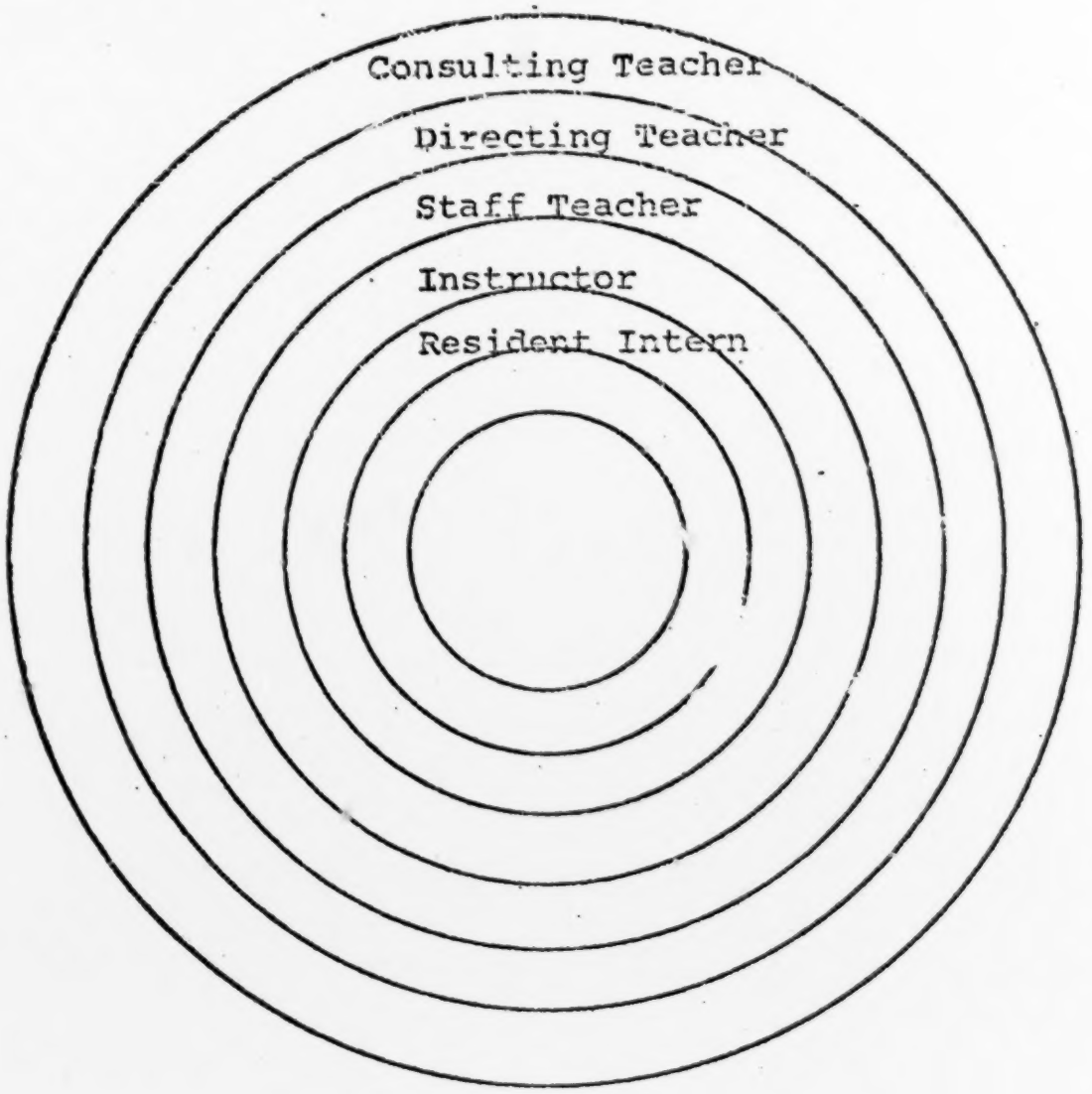

Figure 1. Professional Personnel in the System Model

A similar relationship of complexity exists in many of the tasks of the entire instructional program. A particular position, therefore, may exist in different sizes or types of schools; or may not be a part of the staff in some schools at all. The procedure for determining the number of a particular level of staff to be assigned to a school and the job specifications of each is presented in detail in the section on the implementation sub-model which is presented later.

I. The consulting teacher.--The consulting teacher has major responsibility for leadership in a broad area of the instructional program. He may be responsible and accountable for

supervising several grade levels; a particular discipline in several grade levels; coordinated disciplines in a school or grade level; or one or more of the function areas of instruction, staff development, planning-research-evaluation-reporting, or administration. He will have effect and influence upon a large sector of the school population, and will perform tasks at a level of sophistication sufficiently high to require maximum available training and talent. Generally he will not be in a position of direct line authority or implementation; but instead will provide developmental, consultative, and advisory services. His assignment to direct instruction and contact with students will be for less than full-time, and will depend upon his specific job responsibilities.

II. The directing teacher.--The directing teacher has major responsibility and accountability for leadership in a limited part of the instructional program. He may be the leader of a team, a grade level, or a department. He may be responsible for a single discipline in one school, or may be assigned leadership responsibility in one of the function areas. He is in a direct line authority position and is responsible for implementing a phase of the instructional program. He is a master practitioner who should be expert in at least one mode of instruction, discipline, or service area and knowledgeable in others. In small or less complex school centers, he will provide services that otherwise would be provided by a consulting teacher. He will be assigned to direct instruction for approximately three-fourths of his time, unless assigned to duties basically administrative.

III. The staff teacher.--The staff teacher is comparable to the traditional classroom teacher classification, but has sufficient experience to place him beyond a probationary period, usually three years. He is assigned to a team, a single or unified discipline, or to duties in one of the function areas. In general, he will be assigned to full-time direct instruction. In very small schools, he may provide services otherwise provided by a directing or consulting teacher.

IV. The instructor.--The instructor is a beginning teacher who will undergo a probationary period, usually three years, before assignment to a higher classification. He will work closely with and assist the staff teachers or directing teachers. He will be assigned to full-time direct instruction and will receive significant supervision and assistance, usually from a directing teacher. In some schools he may be assigned part of his duties in a function area other than direct instruction.

V. The resident intern.--The resident intern is a college student in his final year of preservice training. He will be assigned full-time for one year in direct instruction, but will be provided released time to participate in all activities required by his college. He will be assigned during the year to a staff teacher, a directing teacher, or a team for the day-to-day supervision appropriate to an internship.

VI. Paraprofessional personnel.--The three levels of paraprofessional personnel are the instructional assistant, the aide, and the student assistant. These are diagrammatically shown in relation to the professional personnel in the hierarchy in Figure 2. These positions are ranked according to degrees of responsibility, training and experience; and job specifications are developed according to the same procedures applied to the professional staff.

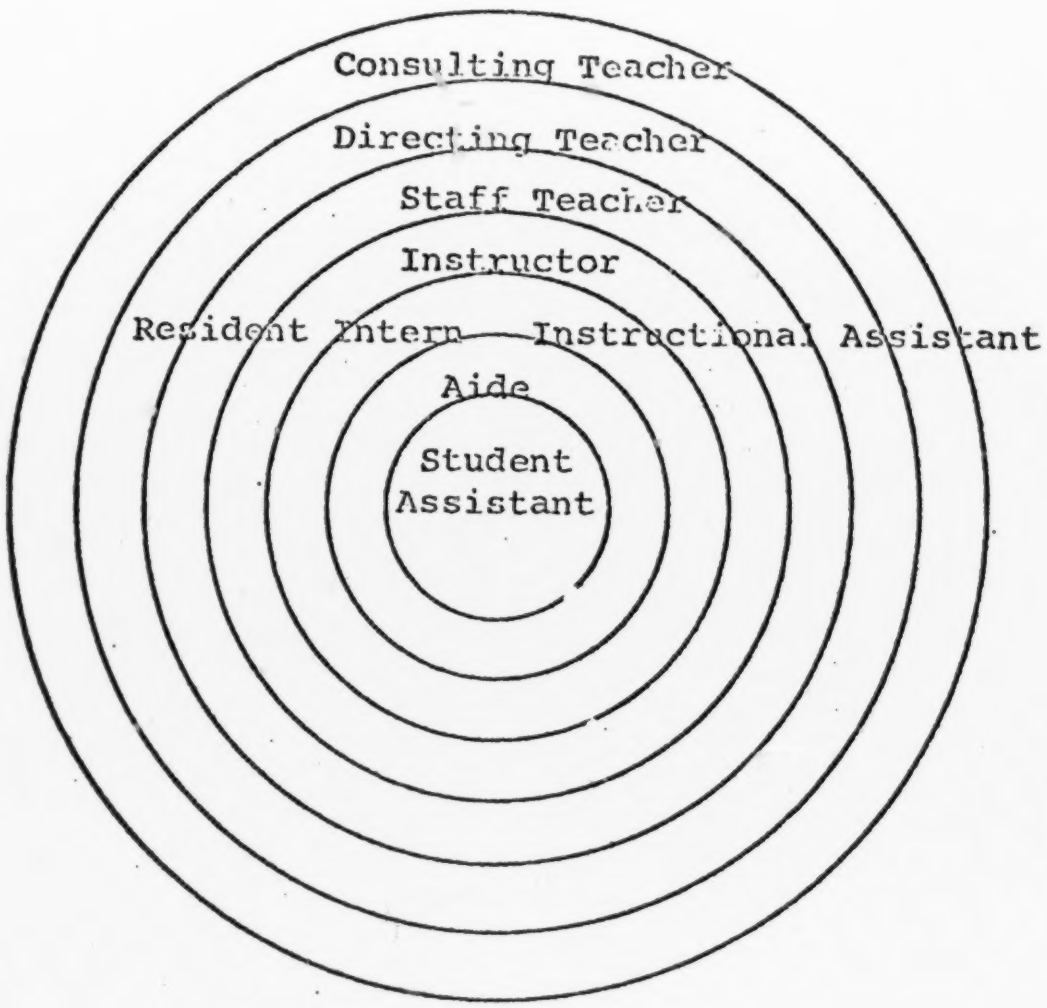

Figure 2. Professional and Paraprofessional Personnel in the System Model

a. The instructional assistant.--The instructional assistant is assigned to full-time direct instruction, but on a limited basis. He will perform instructional duties

usually under continual supervision, and in tandem with a staff teacher or directing teacher. When not under immediate observation, the instructional assistant will perform only those instructional duties assigned by a professional teacher and which do not require professional training or permit decision making which affects the instructional program.

b. The aide.--The teacher aide may be assigned duties that are essentially clerical, technical, or monitorial. He will assist a member of the professional staff by performing routine tasks requiring training of a vocational rather than professional nature. In some schools or departments, he may assist in the supervision of students under the direction of a professional teacher.

c. The student assistant.--The student assistant is a high school or area college student who is employed on a part-time basis and paid an hourly wage. He may perform any duties assigned to him by the teacher in charge of a team or department, or by another staff member designated by that leader. These duties may include those which are similar to the aide's, or the student assistant may be assigned limited instructional tasks such as helping individual or small groups of students with particular problems identified and described by a professional teacher.

d. The adjunct teacher.--The adjunct teacher is a lay person who possesses particular expertise in a certain field as a full-time practitioner, a retiree, or as a result of an avocation or special experience. This expertise may be in the arts, sciences, business, technology, or any field from which special knowledge is applicable at a given point in an instructional program. The adjunct is employed, usually on a daily rate basis, to perform a specific task determined by the professional teacher or team responsible for the instruction to which the adjunct's knowledge is related. The adjunct may lecture to a group of students, give demonstrations or performances, or introduce students to some special skill on a group or individual basis. In every case, the work of the adjunct is pre-planned, articulated with, and a part of the regular instructional program. The adjunct may be employed for any period of time and any number of times appropriate to the curriculum. He may be paid at the daily rate of any of the top four levels of the professional hierarchy, or at an honorarium otherwise determined.

e. The volunteer assistant.--The existence and utilization of adjunct teachers does not limit or preclude the use of volunteer assistance from lay persons. In some school centers, lay citizens may volunteer periodic or regular work in the schools in a capacity similar to instructional assistant, aide, or adjunct teacher. These may be persons who are not able to commit regular service or who do not care to be paid staff members. The services of the volunteer assistant should be coordinated by the directing teacher. The adjunct teacher and the volunteer assistant positions in the hierarchy are shown on the circular model in Figure 3.

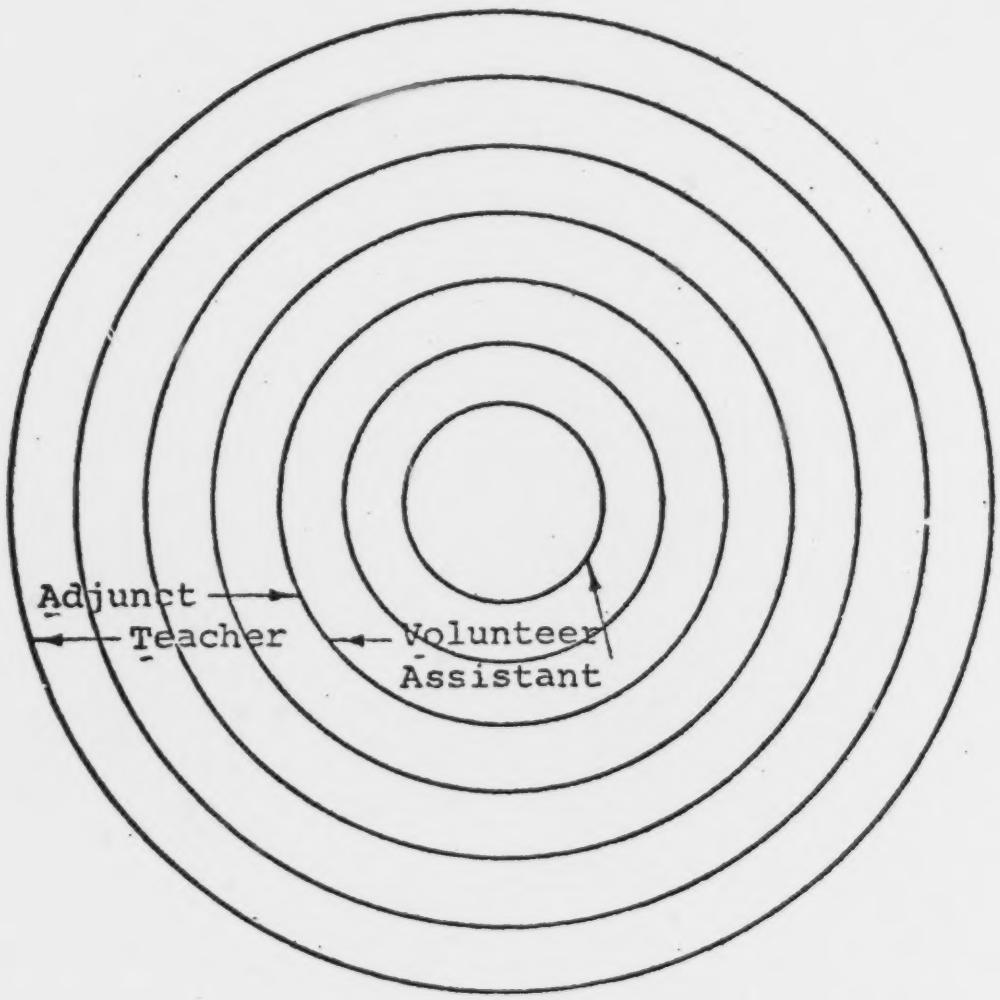

Figure 3. Adjunct Teacher and Volunteer Assistant in the System Model

VII. The principal.--The principal, or principal-teacher, is the one person in the school having ultimate legal or delegated responsibility for the overall instructional program of the school. In a school or school district in transition from traditional to differentiated staffing, the principal may fit into the system model either as the traditional final authority figure, or as one of a faculty governing board in the school, in which each member has an equal vote in school management decisions. In the latter situation, responsibility also would be shared and that condition officially recognized by the school board.

In a differentiated staffing model with shared decision making, the principal will have the primary responsibility of causing the decisions of the faculty board to be carried out. He is responsible for seeing that the environment of the school is maximal for the instructional program. He is responsible to the teachers who are engaged in direct instruction to provide the facilities, equipment, materials, and organization necessary for instruction. The principal-teacher, as he would be called in a differentiated staffing model, will be assigned to direct instruction of students in proportion to the time demands of the administrative job specifications determined by the size and type of school to which he is assigned.

The position of the principal-teacher is shown on the circular model of the complete vertical hierarchy in Figure 4.

VIII. The faculty board.--The faculty board consists of the principal or principal-teacher, the consulting teachers, and the directing teachers of a school. If the staff of a school requests, one or more of the faculty other than those specified may be appointed to the faculty board for a specified period of time. This would be appropriate in schools in which a particular discipline or function area was not represented by a directing or consulting teacher, and where such representation was desirable.

The board is the governing body of the school. Within the limitations of law, school district policy, and district administrative regulations, the faculty board oversees the operation of the school and is the decision-making body in that center. Each member has one vote, and the principal does not possess veto power. As in traditional staffing patterns in which the principal may delegate certain authority to other members of the staff, the faculty board would normally be expected to delegate authority in a differentiated staffing organization.

If a school system is substantially involved in differentiated staffing, a central board may be organized to coordinate the

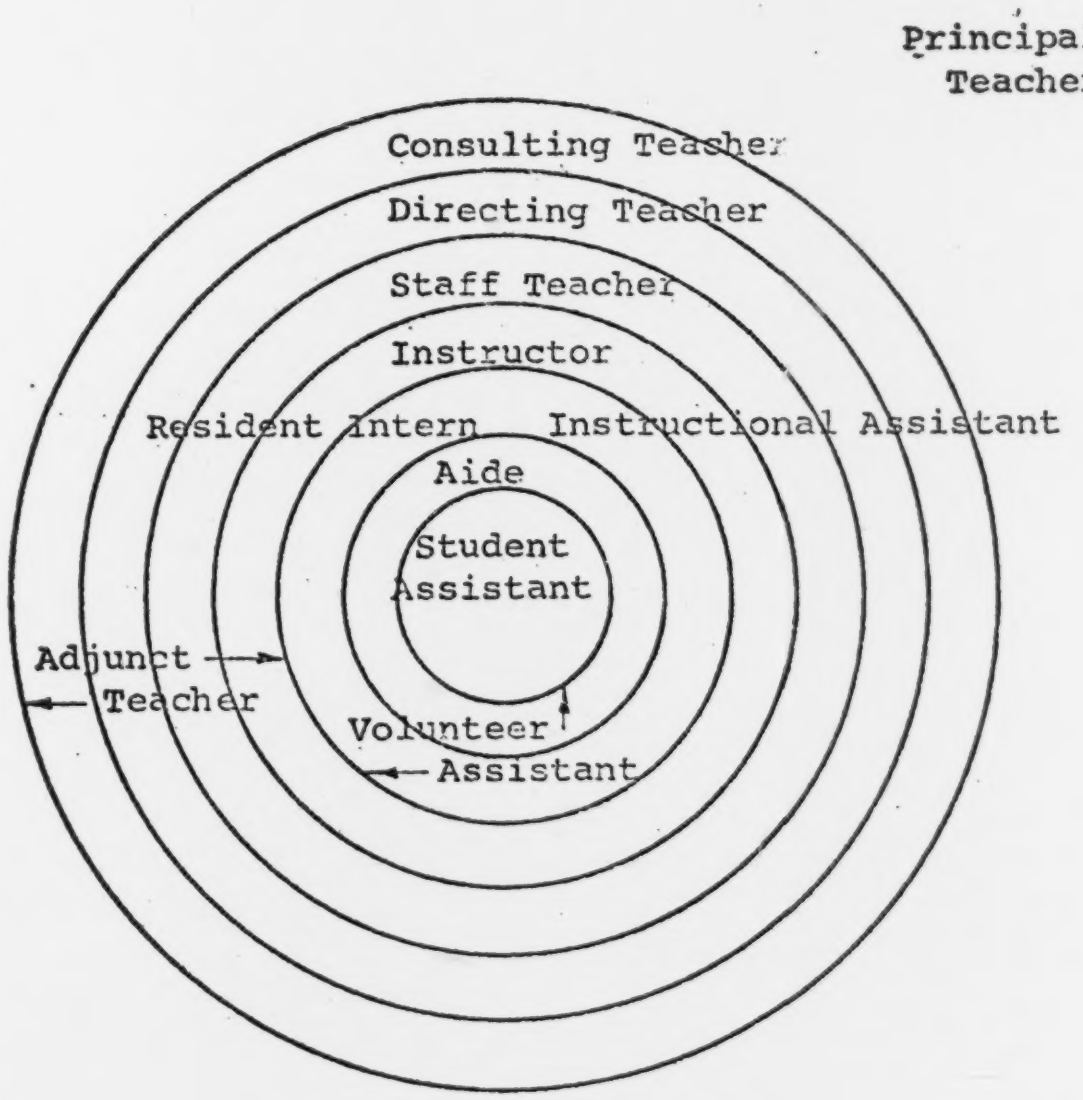

Figure 4. The Total Vertical Hierarchy and Concomitant Positions in the System Model

programs of individual schools and to make recommendations that affect several or all schools in the school system. This board would be comprised of all principal-teachers and consulting or directing teachers in a small school system, or of delegates elected by each faculty board to represent the individual school. This representation would be proportional to the schools' enrollments.

In a school system in the early stages of differentiated staffing implementation, a coordinating committee should be selected by, and function as, representatives of the major personnel divisions of the school system. These should include principals, elementary and secondary teachers, counselors, supervisors, central administrative staff, paraprofessionals, business services, and each other discrete category of personnel. This central steering committee should be authorized by the school system board of education, and recognized as its official advisory agent on differentiated staffing.

In a school system either predominantly traditional in staffing or differentiated in staffing, the final administrative authority rests as in traditional organization. The ultimate legally constituted local authority remains with the board of education.

E. <u>The Horizontal Differentiation</u> - The Function Areas

An important principle of differentiated staffing involves the assignment of personnel to perform those tasks for which their training, experience, interest, and abilities best qualify them rather than the more traditional assignment as teachers with responsibility for all parts of the teaching function in a particular course or class. This differentiation in the system model is based partly upon the vertical hierarchy of responsibility and accountability discussed in the previous section. It is also based upon the division of the instructional program into tasks requiring different kinds of personnel qualifications at equivalent levels of responsibility and accountability, called horizontal differentiation.

In the system model the total instructional program is divided into four broad function areas: instruction, staff development, administration, and planning-research-evaluation-reporting; and the tasks identified as essential to the operation of the program are classified into those four areas. This may be represented diagrammatically on the concentric circle model of the vertical hierarchy as shown in Figure 5. In the diagram, the dotted lines are used to indicate that the relative scope of any of the four function areas is not absolute, but may vary among schools; and that the tasks in the instructional program may be classified in different broad function areas.

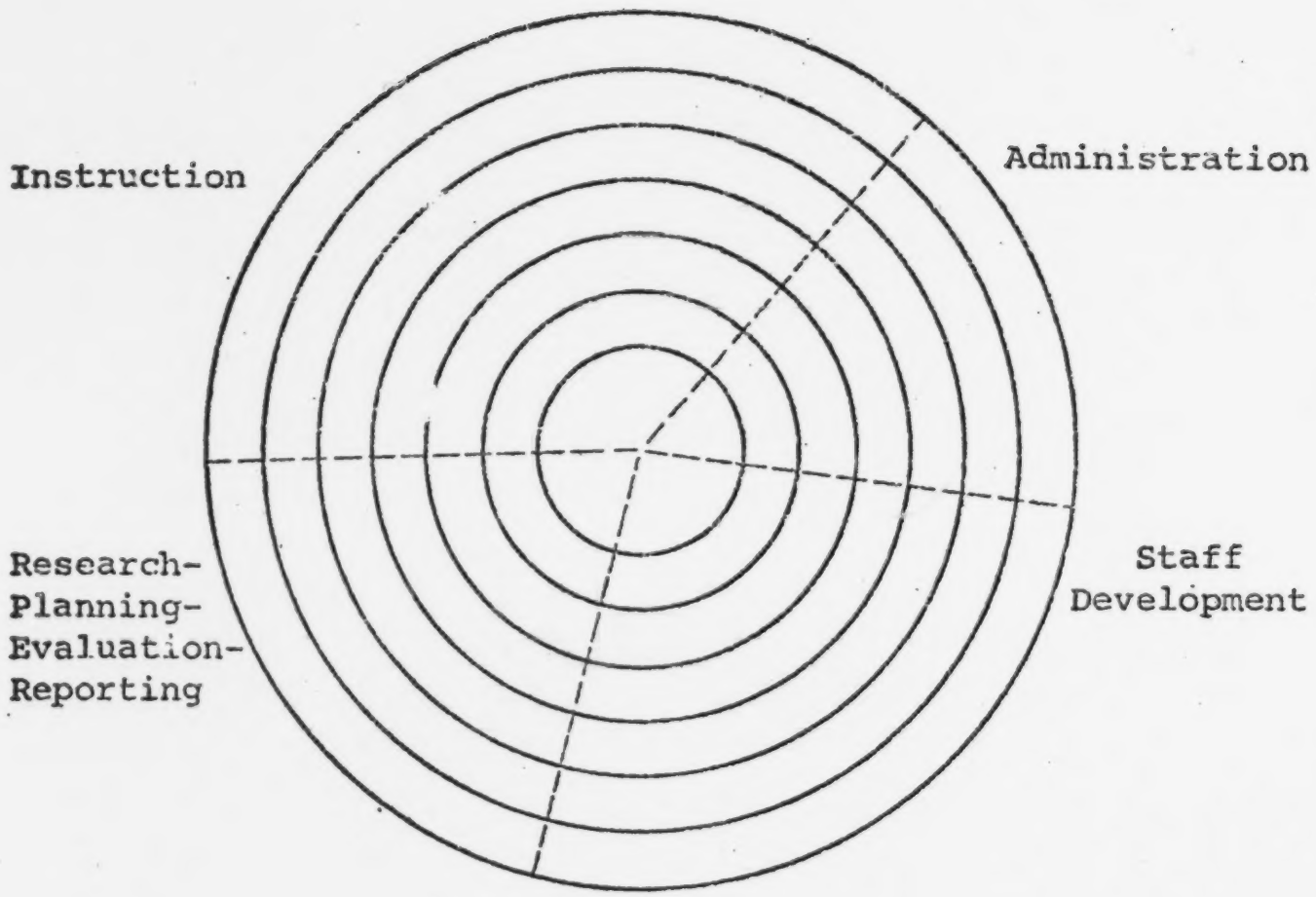

Figure 5. Major Horizontally Differentiated Function Areas in the System Model

Note: The division of the total program into function areas may vary among school systems. The relative significance of the areas is not absolute. The scope of any area may vary.

The role of any of the professional or paraprofessional staff may exist in any of the function areas. The job specifications may provide for a consulting teacher in administration, staff development, and several in the area of instruction in a particular size and type of school. In a smaller or less complex school center, job specifications may include these tasks for directing teachers in one or more of those areas. As stated earlier, this job specification procedure, referred to in the section on professional and paraprofessional staffs, is discussed in detail in a subsequent section.

Horizontal differentiation within function areas. Within each function area, the differentiation among teachers of equal vertical status is developed further to assign tasks to staff members according to their abilities, training, experience and interest. In the area of instruction, some teachers will perform best in large-group instruction; others will conduct seminars, supervise laboratories, or work with individual students in academic or counseling situations. In multi-discipline areas or non-departmentalized organizations, some teachers will be specialists in language arts or mathematics or social studies.

In the other function areas, similar differentiation of the staff assignments will be developed. In all areas, the professional and paraprofessional staff that comprises a team or other organization unit, usually with a directing teacher, will be responsible for the horizontal differentiation. Staff should be selected to complete each organizational unit so that all of the needed abilities are present. Supervising the selection of new staff members according to the prescription of the existing team or unit is a responsibility of the faculty board. Efficient utilization of the personnel resources through horizontal differentiation is the continuing responsibility of the team or other organizational unit. Continual evaluation of the efficacy of the unit's horizontal differentiation is the responsibility of the directing teacher, working with the other staff members in the unit. If the horizontal differentiation is found to be less than optimum, reorganization can be undertaken at any time. If contractual or ethical commitments are not violated, even the vertical staffing can be changed. This responsiveness to changing needs of a particular instructional setting is the essence of the quality of fluidity in the system model.

F. The Implementation Sub-Model

The implementation sub-model is designed to give procedures by which each school staff may select autonomously the staffing pattern most appropriate for the instructional program and philosophy at that school while at the same time adhering to minimum school system standards of consistency of allocation of resources, work loads, performance, and remuneration. This sub-model includes: (1) a process for the allocation of total staff units to each school, (2) the division of all schools into seven classifications according to size and type, (3) an assignment of unit values to each position in the vertical hierarchy of the staffing sub-model, (4) a procedure for determining the approximate recommended number of each job classification needed at a particular school, (5) a set of charts from which job specifications may be collated for each staff member, and (6) the general criteria by which the staff is held accountable for performance.

G. Allocation of Units

Staff units are allocated to each school according to a pupil-teacher ratio appropriate for the level of the school. This ratio

will be determined by central office administration according to the total funds available for instructional personnel salaries, the average salary expected to be paid during the school year, and the resulting total number of instructional units available to the school system. For example, if $8,000,000 are available for salaries and the average salary is $8,000, then 1,000 units can be allocated to schools in the district for the year.

The pupil-teacher ratio used to determine units may be the same for all schools, or a lower ratio may be used at some levels than at others. In either case, the number of pupils expected at a particular school is divided by the pupil-teacher ratio to determine the number of staff units assigned to that school. If the pupil-teacher ratio applied is 20 to 1, a school of 1,000 pupils would be allocated 50 units.

In a school district that is entirely or predominantly staffed on a differentiated staffing model, certain personnel traditionally assigned to a central staff will be decentralized. Examples of these include instructional supervisors and some business and buildings and grounds service personnel. Where these are decentralized, the unit value of the services would be allocated to the schools in proportion to enrollments. These would be added as plus-factors to school allocations where decentralization was only partial in a school system, but could be considered as part of the original unit allocation process in school systems in which all such services were decentralized.

H. Classification of Schools

All schools are classified into one of seven categories: (1) elementary schools up to 300 pupils, (2) elementary schools with more than 300 pupils, (3) junior high schools up to 750 students, (4) junior high schools with more than 750 students, (5) senior high schools up to 1,000 students, (6) senior high schools with more than 1,000 students, and (7) school centers with grades kindergarten through nine or higher. The first six classifications were determined by using for the larger classes the maximum elementary, junior high, and senior high school enrollments considered by the pilot school system to be desirable; and using half of those enrollments for the smaller classifications. Schools with enrollments very close to the dividing point might utilize the implementation procedures designed for either the smaller or larger classifications, choosing that which in the staff's judgment is more appropriate to the local philosophy and circumstances. The maximum size of schools in any classification can be determined by local philosophy, or the number of classifications could be greater or less than seven.

I. Unit Values of the Vertical Hierarchy

The coordination of the autonomy of a school to select its staffing pattern with adherence to standards of minimum consistency with school system unit allocations is assured through the selection of staff from

the staffing sub-model. Each position on the sub-model is assigned a unit value, with the position of staff teacher equal to 1.00, and considered the index point to which each other position's unit value is related. These values are shown in Table 1.

Table 1

Cost in Staff Allocation Units for Each Position in the System Model

Position	Unit Value	Number of Days of Service
Principal-Teacher	1.50	222
Consulting Teacher	1.50	211
Directing Teacher	1.25	211
Staff Teacher	1.00	196
Instructor	1.00	196
Resident Intern	.50	190
Instructional Assistant	.50	190
Aide	.35	190
Student Assistant	.03	Per Hour, 180 Days
Adjunct	N/A	Separate Budget
Volunteer Assistant	N/A	As Volunteered

The unit values of each position were determined by relating the cost of the median salary of that position to the mean salary of all instructional personnel. An appropriate salary schedule was prepared for each position, and the median salary on that schedule divided by the mean instructional salary. The results were rounded to the indices shown in Table 1.

In the computation of the mean instructional salaries, all teachers on any step of the traditional salary schedule were included. Therefore, the index values of staff teacher and instructor are the same.

The process of determining the relative values or unit values of each staff position was prepared for the pilot school system. It is recommended for other school systems, using the statistics appropriate to their situation. However, other methods of assigning unit values of staff may be designed.

J. Procedure for Determining the Staffing Pattern

The implementation sub-model is a procedure by which a school is staffed with the number of personnel at each position on the hierarchy most appropriate to carry out the tasks of the instructional program in that school. In the staffing sub-model, the tasks were classified into four function areas: instruction, administration, planning-research-evaluation-reporting, and staff development. Each of these

function areas has been sub-divided into a series of broadly stated tasks to be performed, the totality of which constitutes the instructional program.

The complexity of the tasks and the competency required to perform them vary among schools of different size or type. For each of the seven school classifications, a chart was prepared which lists the tasks in each function area and assigns responsibility for each task to one or more of the job classifications. A complete sample chart is included in an appendix of this study. A school's faculty board, or other group responsible for recommending a staffing pattern for that school, selects the appropriate task chart for that size and type school and collates the tasks assigned as primary or major responsibility for each position on the vertical hierarchy. Accordint to the number and kinds of these tasks, the faculty board determines how many of each staff position and the horizontal differentiation within each level the school needs for an optimum instructional program. They may then use their allocated units for the recommended staff.

K. Job Specification Charts

The charts directly provide the job specifications for each position on the vertical hierarchy. Each task is assigned as a major, primary, or assisting responsibility. Primary responsibility and accountability is defined as that of causing a task to be undertaken and completed. Major responsibility and accountability is defined as that of performing a task, and assisting responsibility is that of assisting in a task when requested by the person who has primary responsibility.

The job specifications of any one person may not include all of the tasks shown in the column for the particular position on the vertical hierarchy. The tasks may be horizontally differentiated and comprehensive enough to be assigned to several staff members at the same vertical level during the process of determining the staffing pattern of the school. The job specifications of any one staff member are the collection of tasks from the column in the chart that is appropriate for his qualifications and time assignment.

For example, in the attached appendix broad tasks are listed for the staff of an elementary school up to 300 enrollment. In the area of administration, 12 tasks are listed; in curriculum, 5; in instruction, 7; in research-planning-evaluation-reporting, 5; and in staff development, 2 are listed. Some of these are sub-divided into school-wide, team, or class responsibilities. The first task shown--providing budget data, school-wide--is assigned as a primary responsibility for a directing teacher, assisted by all of the other lower staff positions. In the absence of the assignment of primary or major responsibility for any one task, both responsibilities are included in the one assigned. To determine the complete job of one or more

directing teachers, the persons responsible for staffing a school will collate all of the primary and major responsibilities in the directing teacher column of the chart and decide the appropriate number of people and the kinds of training needed to perform all those tasks. The same process is repeated for each column representing one of the staff positions, and the same process applies to the job specification charts for each of the seven classifications of schools.

In table 2 a comparison is presented of the assignment of one sample task to various levels of personnel in each of the seven classifications of schools. The assignment of primary and major responsibility shifts from one staff position to another in different schools.

Table 2

Comparison of a Sample Task[a] Assignment to Staff in Schools of Various Size and Type

School Size and Type	C.T.[b]	D.T.	S.T.	Ins.	R.I.	I.A.	Aide	S.A.
Elementary Up to 300	-	M[c]	P	M	A	A	A	A
Elementary More than 300	M	P	M	A	A	A	A	A
Junior High Up to 750	M	P	M	A	A	A	A	A
Junior High More than 750	M	P	M	A	A	A	A	A
Senior High Up to 1,000	M	P	M	A	A	A	A	A
Senior High More than 1,000	P	M	A	A	A	A	A	A
Kindergarten To Twelve	P	M	A	A	A	A	A	A

[a]Writing curriculum from basic objectives-courses of study

[b]C.T....Consulting Teacher; D.T....Directing Teacher; S.T....Staff Teacher; Ins....Instructor; R.I....Resident Intern; I.A....Instructional Assistant; Aide...Teacher's Aide; S.A....Student Assistant

[c]M...Major Responsibility; P...Primary Responsibility; A...Assisting Responsibility

The faculty board representing each school may deviate one column, or staff position, in either direction in the assignment of any task to a position on the vertical hierarchy. In this manner, a task assigned to a directing teacher on the chart for that size and type school may be reassigned to a staff teacher or a consulting teacher if that change improves the individual school's staff organization in the opinion of the faculty board. The deviation increases the autonomy of a school to design its staffing pattern, while the limitation on the deviation from the charts assures minimum consistency with school system job specifications. The permitted deviation also provides to the school a means of adjusting its staffing pattern to fit within the total allocated units while assuring that staff is provided for all appropriate tasks.

The job specifications also provide criteria to assist in the screening and selection of staff, and for the development of inservice education programs. The credentials and results of the interview of a candidate provide a selection committee or administrator with evidence to compare to the job specification of the position. When employed, the inservice experiences a teacher needs are the differences between the job specification qualifications and those possessed by the teacher.

L. Criteria of Accountability

The job specification charts are prepared, modified, and updated by a central ad hoc curriculum committee. The tasks listed in those charts are inclusive of the total instructional program of the school system. A particular school staff may select autonomously a staffing pattern from a comparable school, but each staff is responsible for providing an instructional program that includes the specification of the job charts, board of education policies, accreditation standards, and state laws and regulations.

The evaluation of an individual staff member is based upon the job specifications. The performance of those tasks which are behaviorally stated may be objectively evaluated by observation of the extent of the performance according to the criteria inherent in the specifications. Performance of other tasks will be evaluated more subjectively, but based also upon job specifications. Both kinds of evaluation will be conducted by all persons who constitute a particular instructional team or staff grouping; thus, evaluation of an individual's performance is by subordinates, peers, and superiors.

M. Staffing Pattern for a Pilot Junior High School

Venice Junior High School is located in Venice, Florida in Sarasota County. It houses grades 7, 8, and 9 with a 1970-71 predicted enrollment of 900. It has been allocated 44.7 staff units based upon a student-teacher ratio of approximately 20 to 1. Utilizing the procedures of the implementation sub-model and selecting a staff from the staffing sub-model, the faculty board of the school proposed the staffing pattern for the 1970-71 school year shown in Table 3. Table 4 shows the staffing pattern that would have been used in a traditional organization in that school in 1970-71. In Table 5 the instructional salary costs by departments and total faculty of the differentiated staffing model are compared with the traditional organization.

A comparison of Tables 3 and 4 shows that 43 full-time and 5 part-time professional staff members would have been employed during 1970-71 in a traditional organization; while in the differentiated staffing organization 39 full-time and 3 part-time professional staff members and 12 part-time and 13 full-time paraprofessionals were planned. Through the use of the job specification charts, tasks were assigned to personnel according to the training and ability needed. This permitted the hiring of a larger staff more capable of providing individual attention to the needs of students and the instructional program. Table 5 presents cost figures which show that the differentiated staff total salaries were less than the traditional staff would have cost. This was achieved by paying lower salaries to the paraprofessionals commensurate with the tasks they performed. In this manner, higher professional salaries were not paid to staff members for performing clerical and other non-professional tasks as part of their duties.

Table 3

Differentiated Staffing Pattern for
Venice Junior High School, 1970-71

Department	Staff
English:	1 Directing Teacher 3 Staff Teachers 1 Instructor 1 Instructional Assistant 3 Teacher Aides
Mathematics:	1 Directing Teacher 2 Staff Teachers 1 Instructor 1 Instructional Assistant 2.5 Aides 8 Student Assistants (one hr/day)
Science	1 Directing Teacher 4 Staff Teachers 2 Aides 1 Student Assistant
Social Studies	1 Directing Teacher 2 Staff Teachers 2 Instructors 2 Aides
Physical Education:	1 Directing Teacher 4 Staff Teachers .5 Teacher Aide
Foreign Language	1 Directing Teacher 3 Staff Teachers 1.5 Aides
Electives:	1 Directing Teacher 2 Staff Teachers 2 Part-time Staff Teachers 3 Instructors 4 Teacher Aides 1 Adjunct Teacher (2hr/wk)
Instructional Media	1 Part-time Directing Teacher 1 Staff Teacher 3 Aides
Counseling and Administration	1 Staff Teacher 1 Principal 1 Directing Teacher (Research-Evaluation-Staff Development)

Table 4

Traditional Organization
Venice Junior High School

Department	Staff
English	7 Teachers
Mathematics	6 Teachers
Science	6 Teachers
Social Studies	6 Teachers
Physical Education	5 Teachers
Foreign Language	3 Teachers Plus 2 Part-Time
Electives	6 Teachers Plus 2 Part-Time
Instructional Media	1 Teacher Part-Time
Counseling	2 Teachers
Administration	1 Principal 1 Assistant Principal

Table 5

Comparison of Salary Costs at Venice
Junior High School, 1970-71

Department	Traditional Staff Salaries	Differentiated Staff Salaries
English	$60,932	$58,260
Mathematics	51,356	49,350
Science	55,546	54,320
Social Studies	48,226	46,490
Physical Education	44,820	47,395
Foreign Language	37,733	40,955
Electives	50,556	58,180
Instructional Media, Counseling, and Administration	63,600	63,036
	$413,169	$417,986

Elementary up to 300 Cat. I Page 5	Consulting Teacher	Directing Teacher	Staff Teacher	Instructor	Resident Intern	Instructional Asst.	Aides	Student Asst.
STAFF DEVELOPMENT								
1. Evaluating Staff for the Improvement of Performance								
School-wide		P	M	M	M	M	M	M
Team or Dept.-wide		M	P	M	M	M	M	M
2. Developing Systems to Enable Staff to Improve Performance		P	A	A	A	A	A	A

Elementary up to 300 Cat. I Page 4	Consulting Teacher	Directing Teacher	Staff Teacher	Instructor	Resident Intern	Instructional Asst.	Aides	Student Asst.
RESEARCH, EVALUATION AND REPORTING								
1. Preparing and/or Selecting and Administering Assessment Tools for All Area(s) (except staff)								
School-wide		P	M	A	A	A	A	A
Team or Dept.-wide		A	P	M	A	A	A	A
Class-wide		P	P	P	P	P	P	P
2. Analyzing and Interpreting Assessment Results								
School-wide		P	M	A	A	A	A	A
Team of Dept.-wide		A	P	M	A	A	A	A
Class-wide		P	P	P	P	A	A	A
3. Applying Results to Improve the Appropriate Area(s)								
School-wide		P	M	A	A	A	A	A
Team of Dept.-wide		A	P	M	A	A	A	A
Class-wide		P	P	P	P	A	A	A
4. Reporting Results to								
The Staff		P	M	A	A	A	A	A
The Profession		M	M	M	M	M	M	
The Community		P	A	A	A	A	A	A
The Parents		A	P	M	M	A	A	A
The Students		P	P	P	P	P	P	A
5. Designing and Supervising Research in Appropriate Areas of the Program		P	A	A	A	A	A	A

Elementary up to 300 Cat. I Page 3	Consulting Teacher	Directing Teacher	Staff Teacher	Instructor	Resident Intern	Instructional Asst.	Aides	Student Asst.
INSTRUCTION								
1. Providing Staff								
2. Recommendation for Appointment		P	M	A	A	A	A	A
3. Recommendation for Dismissal		P	M	A	A	A	A	A
4. Organizing for Instruction - Staff								
School-wide		P	M	A	A	A	A	A
Team of Dept.-wide		A	P	M	A	A	A	A
5. Organizing for Instruction - Students								
School-wide		P	M	A	A	A	A	A
Team or Dept.-wide		A	P	M	A	A	A	A
6. Organizing for Instruction--Facilities, Materials, and Equipment								
School-wide		P	M	A	A	A	A	
Team or Dept.-wide		A	P	M	A	A	A	A
Class-wide		A	P	M	M	M	A	A
7. Instructing		P	P	P	P	P	P	P

Elementary up to 300 Cat. I Page 1	Consulting Teacher	Directing Teacher	Staff Teacher	Instructor	Resident Intern	Instructional Asst.	Aides	Student Asst.
ADMINISTRATION								
1. Providing Budget Data								
School-wide		P	A	A	A	A	A	A
Team or Dept.-wide		A	P	A	A	A	A	A
Class-wide		A	P	M	A	A	A	A
2. Compiling Data and Preparing Budget		P	A	A	A	A	A	A
3. Ordering and Distributing Supplies, Materials and Equipment		P	A	A	A	A	A	A
4. Keeping Student Attendance		P	A	A	A	A	A	A
5. Supervising Custodial and Maintenance		P						
6. Supervising Food Services		P						
7. Preparing Accreditation Reports		P	M	A	A	A	A	A
8. Establishing Forms and Systems for Data Processing		P	A	A	A			
9. Establishing Forms and Systems for Data Storage and Dissemination		A	A	A	A			
10. Providing Scheduling Data								
School-wide		P	A	A	A			
Team-wide		A	P	A	A			
Class-wide		A	P	M	A	A	A	A
11. Scheduling		P	A	A	A			
12. Inventorying Materials and Equipment		P	A	A	A	M	A	A

Elementary up to 300 Cat. I Page 2	Consulting Teacher	Directing Teacher	Staff Teacher	Instructor	Resident Intern	Instructional Asst.	Aides	Student Asst.
CURRICULUM								
1. Defining Basic Objectives								
School-wide		P	M	M	A	A	A	A
Team or class-wide		M	P	M	A	A	A	A
Class-wide		A	P	M	M	A	A	A
2. Writing Curriculum from Basic Objectives								
Courses of Study		M	P	M	A	A	A	A
Units		A	P	M	M	A	A	A
Daily Plans		A	P	P	P	A	A	A
3. Developing Understanding and Appraisal of the Curriculum by the								
Community		P	M	A	A	A	A	A
Staff		P	M	A	A	A	A	A
Students		M	P	M	M	A	A	A
4. Implementing the Curriculum								
School-wide		P	M	M	M	A	A	A
Team or Dept.-wide		A	P	M	M	A	A	A
Class-wide		A	P	M	M	M	A	A
5. Improving the Curriculum								
School-wide		P	M	M	A	A	A	A
Team of Dept.-wide		M	P	M	A	A	A	A
Class-wide		A	P	M	M	A	A	A